

English Curriculum Construction in Traditional Chinese Medicine Culture

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Abstract: Under the impact of global integration, Chinese medicine is facing the challenges and opportunities of adapting to the development of international medicine, spreading the culture of Chinese medicine to the outside world, and improving the international influence of Chinese medicine. How to implement the core values of Chinese medicine in English teaching of Chinese medicine, Making the values of "heaven and man unite" to better adapt to and integrate western medicine values characterized by science and empirical research is a problem that urgently needs to be solved in today's colleges and universities of Chinese medicine. This article focuses on the training goals of international talents and innovative talents. The goal of college English courses in Chinese medicine colleges as a curriculum system should be centered on the teaching of traditional Chinese medicine and the organic integration of professional competence and English language level. Realize the cultivation of students' English language ability, cross-cultural ability, professional knowledge of Chinese medicine and international rules, and bring a group of qualified English talents to the world of Chinese medicine as soon as possible. The research results show that 83.56% of the teachers and students think that the school attaches great importance to the construction of Chinese medicine culture, and 85.48% are very satisfied and satisfied with the cultural construction of the school, indicating that the cultural construction as a whole is still fruitful.

1. Introduction

With the acceleration of globalization and the continuous increase of international communication, the instrumental, humanistic, and communicative features of English have become increasingly prominent. In addition to the daily language communication requirements of the industry and society, higher requirements are also placed on English ability, especially professional English ability to adapt to job development and job application. Compared with other general professional English such as Business English, Tourism English, etc., the development of professional English in medical schools is relatively lagging, the curriculum is relatively single, and the students' comprehensive application ability is also weak. At present, the reform of college English teaching has confronted us with unprecedented opportunities and challenges. College English teaching in medical schools is being carried out in an orderly manner. How can college English teaching activities in medical schools draw on past experiences and lessons to make medical graduates better? Adapt to the requirements of society for its language development, and train a large number of high-level and high-quality talents who can combine professional and practical English with international communication, and are always placed in front of researchers and workers of college English teaching in medical schools An important task and topic.

Zorica Antic elaborated some key concepts of English for special purposes, especially English for medical purposes. Determined through observation and based on the author's professional experience. The starting point of a medical English course is a comprehensive analysis of student needs, which is then used in curriculum design and defining appropriate learning goals. Students are the center of learning, and it is necessary to establish a positive cooperative relationship between teachers and students. Because medical English courses are highly context-based, the participation

of medical teachers can provide many opportunities for a successful learning process [1]. A survey by Conway-Klaassen J M of current writing activities of laboratory science practitioners confirms the basic nature of writing in the field of traditional Chinese medicine and the types of writing activities that are performed regularly. Analysis of current student writing samples shows that while multilingual students make more mistakes in certain categories, English-speaking students and multilingual student writers have basically made the same type of Error [2]. Iizuka H designed a three-phase study using a hybrid approach, starting with four language reproduction activities for 30 medical and 95 nursing students, and then performing a quantitative analysis of the exact match reproduction rates to assess changes in duration. Research and qualitative error analysis of participant language reproduction. The final stage includes grading course assessments and free-form reviews to evaluate this method and identify effective educational strategies to enhance medical English communication skills [3].

This article focuses on the training goals of international talents and innovative talents. The goal of college English courses in Chinese medicine colleges as a curriculum system should be centered on the teaching of traditional Chinese medicine and the organic integration of professional competence and English language level. Realize the cultivation of students' English language ability, cross-cultural ability, professional knowledge of Chinese medicine and international rules, and bring a group of qualified English talents to the world of Chinese medicine as soon as possible. The research results show that 83.56% of the teachers and students think that the school attaches great importance to the construction of Chinese medicine culture, and 85.48% are very satisfied and satisfied with the cultural construction of the school, indicating that the cultural construction as a whole is still fruitful.

2. Proposed Method

2.1 Core Values of TCM Culture

Chinese medicine culture is the general name of spiritual civilization and material civilization embodying the essence and characteristics of Chinese medicine in the excellent traditional culture of the Chinese nation [4]. Traditional Chinese medicine culture condenses the wisdom of Chinese children in the past years in the process of preventing and treating diseases, covering humanities such as philosophy, literature, history, etc., and is the master of traditional Chinese cultural thought. The core values of traditional Chinese medicine culture mainly include people-oriented concepts such as "integration of nature and human beings, sincerity of great doctors, medical treatment is benevolence, harmonious coexistence, and treatment of disease ". The basis and essence of scientific research in traditional Chinese medicine. The core value of TCM culture can be summarized by the words "fine, sincerity, benevolence, and harmony. " "Fine" refers to the study of diligence, and the study of medical practice, which reflects the subtlety of traditional Chinese medicine[5]. Not falsification, reflects the strict requirements of Chinese medicine in human life, academic diagnosis and treatment, which is the highest level of personality cultivation of Chinese medicine; "benefits" means compassion and compassion, respect for and respect for life, and care for life, which reflects traditional Chinese medicine The ethical thought of benevolent loves others;" harmony "refers to the philosophical view of harmony between man and nature, which embodies the state of traditional Chinese medicine advocating natural harmony, and is the soul of Chinese medicine culture.

2.2 Methods and Reflections on Curriculum Construction in Chinese Medicine Universities

The construction of college English courses with the characteristics of Chinese medicine colleges is of great significance both to promote teaching and improve teaching quality [6-7]. We have learned what the students' study interests are and their actual needs, and based on this , we have learned from the successful experiences of other fraternal colleges, selected the basic ideas and directions of the curriculum, and selected elective courses among our juniors. To provide some specialized English courses for medical purposes in order to explore a set of college English

courses ; to summarize a teaching mode of college English courses that meets the actual needs of students of Chinese medicine colleges; to develop a new type of Chinese medicine talents Cultivate supporting teaching reform programs; thereby changing the current situation that college English teaching and TCM knowledge are completely disconnected. Strengthening the cultivation of students' ability to use English, especial ly the training of specialized English knowledge in traditional Chinese medicine, can make college graduates from Chinese medicine colleges different from graduates of other colleges and universities in English teaching [8]. It is more in line with the actual needs of students of various majors in Chinese medicine colleges, better promotes the culture of Chinese medicine, cultivates specialized personnel for the spread of Chinese medicine culture in cross-cultural exchanges between China and the West, and serves the international development of Chinese medicine. For example, the opening of the course "English Translation of Traditional Chinese Medicine" broadened the field of study of students and aroused students' further attention to the impact of cultural differences between Chinese and Western cultures on English translation of traditional Chinese medicine. If the relevant research results are actually used in TCM translation, it will definitely promote the development of TCM translation in a more scientific and reasonable direction, and then help promote the process of TCM going to the world. We believe that promoting the construction of college English courses can be mainly from the following two aspects: On the one hand, in college English teaching , it introduces Chinese medicine translation teaching and the research section of cultural differences between Chinese and Western medicine, and guides students to pay attention to the differences between Chinese and Western cultures in English translation of Chinese medicine. Influence, which will help to cultivate better TCM translators in the future; on the other hand, through platforms such as the World Association of Chinese Translation and the Chinese Academy of Chinese Medical Translation and related seminars, actively promote the cross-border development of college English courses in Chinese medicine. The importance of cultural communication, and guide relevant teaching staff and students to pay attention to the important role of college English teaching in the international communication of traditional Chinese medicine in the actual use of English [9-10].

3. Experiments

3.1 Research Objects and Data Acquisition Methods

This article focuses on English teachers and students of Chinese medicine colleges. Among the 381 questionnaires, the majority of female employees surveyed account for 68.94%. Among them, 18-20 years old accounted for 41.88%, 20-25 years old accounted for 20.23%, 25-50 years old accounted for 34.19%, and over 50 years old accounted for only 3.70%. 80.19% of the education level is concentrated in colleges and above.

Conduct a pre-investigation before the questionnaire survey, and find out possible problems in the survey in a timely manner, and conduct targeted training for researchers participating in the field survey, familiarize themselves with the questionnaire entries one by one, and unify professional terms to make them proficient in tuning. Check the contents of the form and fill in the specifications. Questionnaires were uniformly distributed and instructed on the spot by investigators who had been trained uniformly, and then the respondents were allowed to fill in the questionnaires independently according to their actual situation. The investigator shall answer the questions of the investigator on-site, and be responsible for collecting and reviewing the questionnaire. If there are any missing items or logical errors in the investigation, the investigator will return the questionnaire and urge the investigator to modify or complete it.

3.2 Statistical Methods

Data were entered using Epidata3.1 software and analyzed using software such as SPSS18.0. In statistical description, the arithmetic mean and standard deviation are used to describe measurement data, and the utilization rate is used to describe classified data. In statistical inference, the t-test was used to compare the means, the χ^2 test was used to compare the rates, and the logistic regression analysis was used to analyze the influencing factors.

4. Discussion

4.1 Cognitive Analysis of Teachers and Students in Traditional Chinese Medicine Culture

The general knowledge of the construction of traditional Chinese medicine is shown in Table 1 and Figure 1. 83.56% of the teachers and students believe that the school attaches great importance to the construction of traditional Chinese medicine culture, and 85.48% are very satisfied and satisfied with the effectiveness of the cultural construction of the school. Construction as a whole is still fruitful. Only 20.14% of the teachers and students are very familiar with the core values of TCM culture, which indicates that it is still necessary to strengthen the training of teachers and students on the core values of TCM culture and improve the relevant literacy of teachers and students. In terms of opinions and suggestions on the construction of Chinese medicine culture, the most important problems are the lack of capital and hardware (70.08%) and the talent team cannot keep up (47.99%); the construction of the core value system of Chinese medicine culture and the popularization of Chinese medicine science are The proportion of focus is the highest (64.67% and 62.11%); the most important problem in the spread of TCM culture is the poor publicity of TCM medical and health institutions (44.62%) and the lack of TCM popular science products (42.45%). The design and planning process of college English courses is a complete, systematic, complex and multidisciplinary process. The planning and design of the curriculum should follow the process of system operation, that is, the process from goal to action, from action to evaluation, and then from evaluation back to goal, and this is a dynamic cycle process. The content of the course system combines the common features of college English EGP with specialized English ESP and professional English EPP and their respective specialities. According to the framework proportion outline, the course hours and stages of the curriculum are discussed in detail, and the personalized teaching methods and Means to organize the development of a series of textbooks for specialized English and professional English suitable for the major of Chinese medicine.

Table 1. General Cognitive Survey of TCM Cultural Construction

Types	Rate
Very concerned	83.56%
Very satisfied and more satisfied	85.48%
very familiar	20.14%
Lack of funding hardware	70.08%
Talent team cannot keep up	47.99%
Poor publicity	44.62%
Too few science boutiques	40.34%

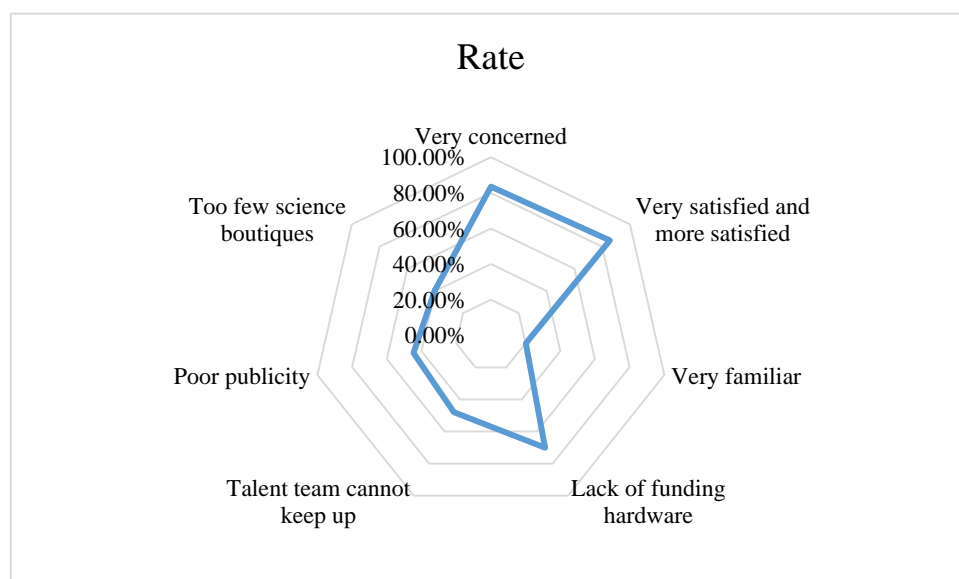


Figure 1. General cognitive survey of TCM culture construction

4.2 Suggestions on English Course Construction in Traditional Chinese Medicine Culture

(1) Medical colleges and universities must maintain the characteristics of traditional Chinese medicine, make full use of the unique resource advantages of traditional Chinese medicine culture, and highlight the characteristics of traditional Chinese medicine culture. The Chinese medicine English classroom should establish an education program for the core values of Chinese medicine culture, and carry out reforms in teaching design, implementation and evaluation to meet the needs of the development of Chinese medicine and Chinese medicine talents.

(2) Adhere to cultural connotation and value orientation, advance with the times, and inherit innovation. For example, a cultural knowledge contest of Chinese medicine, a classic reading contest of traditional Chinese medicine, a cultural translation contest of traditional Chinese medicine, and a cultural festival of traditional Chinese medicine will be held on campus. Cultural atmosphere. At the same time, with the help of local new media, combined with the traditional culture of traditional Chinese medicine, construct a professional cultural column of traditional Chinese medicine, strengthen resource sharing, jointly promote the development of traditional Chinese medicine culture, and deepen the construction of the core value system of traditional Chinese medicine culture.

(3)Introducing the knowledge and culture of the target language to students can prevent students from directly transferring Chinese culture to listening because of different cultural backgrounds, which can lead to comprehension bias. The introduction of communicative culture includes manners, taboos, differences in addressing, and so on.

5.Conclusions

Language teaching and cultural heritage are inseparable. The core values of TCM culture are contained in the English language curriculum of TCM, which is the need for TCM cultural heritage, innovation, and external communication, as well as the cultural literacy and quality teaching of students in TCM schools. Under the impact of Western culture, national cultural education is an incumbent responsibility of colleges and universities. In the reform and construction of the Chinese medicine English curriculum guided by the core value of Chinese medicine culture, it will certainly cultivate a culture of national culture and self-identification Compound talents, realize the harmonious coexistence of traditional culture and English education, and create a new era of culture-oriented English teaching of Chinese medicine.

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